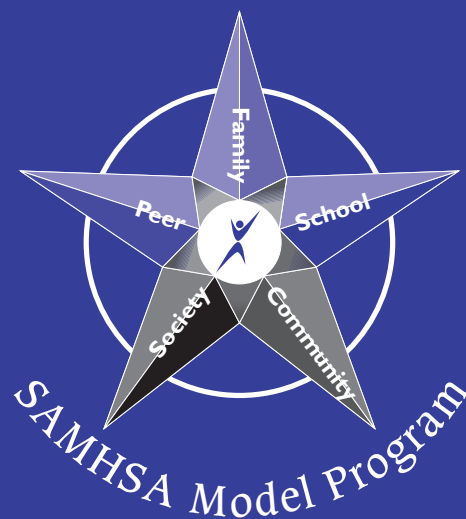




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*Effective Substance Abuse and
Mental Health Programs
for Every Community*

PATHS—Promoting Alternative THinking Strategies

PATHS (Promoting Alternative THinking Strategies) is a comprehensive program for promoting emotional and social competencies and reducing aggression and acting-out behaviors in elementary-school-aged children, while simultaneously enhancing the educational process in the classroom. This innovative curriculum for kindergarten through sixth grade (ages 5 to 12) is used by educators and counselors as a multiyear, prevention model.

The PATHS curriculum provides teachers with systematic and developmentally based lessons, materials, and instructions for teaching their students:

- Emotional literacy
- Self-control
- Social competence
- Positive peer relations
- Interpersonal problem-solving skills

The PATHS curriculum has been shown to improve protective factors and reduce behavioral risk factors. Evaluations have demonstrated significant improvements for program youth, including those in general education and special needs settings. Although primarily focused on school and classroom settings, information and activities are also included for use with parents.

TARGET POPULATION

The PATHS curriculum was developed for classroom use with all elementary school children. PATHS has been field-tested and researched in general education classrooms, with a variety of special-needs students (deaf, hearing-

Proven Results*

In various studies, PATHS has shown a—

- 32% reduction in teachers' reports of students exhibiting aggressive behavior
- 36% increase in teachers' reports of students exhibiting self-control
- 68% increase in students' vocabulary for and identification of emotions
- 20% increase in students' scores on cognitive skills tests
- Significant improvement in students' ability to tolerate frustration
- Significant improvement in students' ability and willingness to use effective conflict-resolution strategies

** Compared to control group.*

INTERVENTION

Universal

Selective

Indicated



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

OUTCOMES

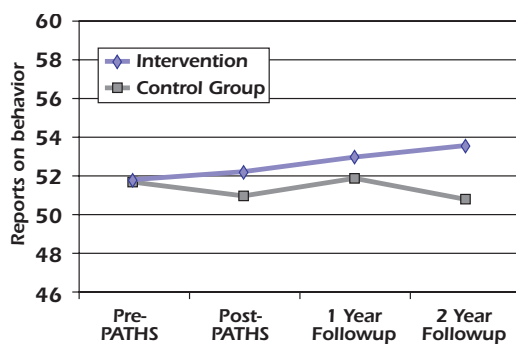
In all three clinical trials, the use of the PATHS curriculum significantly increased children's ability to—

- Understand social problems
- Recognize emotions
- Maintain self-control
- Tolerate frustration
- Develop effective conflict resolution strategies

Results of all three clinical trials also revealed a reduction in aggression and violence by children who had received PATHS.

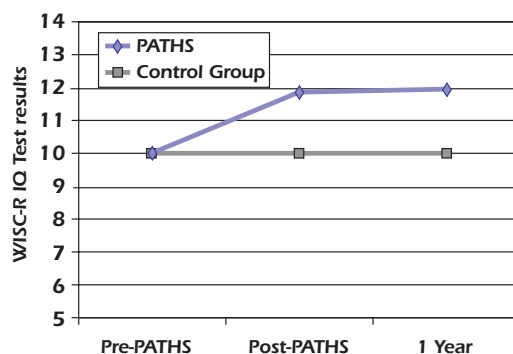
PATHS has been shown to improve protective factors and reduce behavioral risk across a wide variety of elementary-school-aged children. The findings have shown cross-rater validity, as they have been true of teacher reports, self-reports, and child testing and interviewing. A critical component of these findings is the use of well-matched control groups. This is critical because all children tend to improve as they develop; thus, programs may only look effective due to general developmental progress.

Teacher reports of externalizing behavior after 1 year of intervention
PATHS Universal Intervention



Students receiving PATHS in Grade 2 and 3 showed less increase in external problems 2 years post-intervention.

Cognitive skills at end of 1st grade (1 year of intervention)
PATHS Universal Intervention



Students receiving PATHS in Grade 2 and 3 showed a significant increase in their cognitive skills on the Wechsler Intelligence Scale for Children, revised subtest.

impaired, learning disabled, emotionally disturbed, mildly mentally delayed, and gifted), and among African American, Hispanic/Latino, Asian American, Pacific Islander, Native American, and White children. Ideally, it should be initiated at the start of schooling and continue through grade six.

BENEFITS

Compared to control youth, PATHS youth showed:

- Improved understanding and recognition of emotions
- Improved thinking and planning skills
- Decreased anxiety/depressive symptoms (teacher report of special-needs students)
- Decreased conduct problems (teacher report of special-needs students)
- Decreased symptoms of sadness and depression (child report—special needs)

HOW IT WORKS

The PATHS curriculum provides teachers with systematic and developmentally based lessons, materials, and instructions for teaching their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.

The PATHS curriculum is contained in six volumes that cover four conceptual units:

- **Readiness and Self-Control “Turtle” Unit** (1 volume)—promotes the development of self-control and the ability to identify problems.
- **Feelings and Relationships Unit** (3 volumes)—teaches students to recognize a wide variety of affective states; promotes empathy.
- **Problem Solving Unit** (1 volume)—teaches students to follow a series of steps to find solutions to problems.
- **Supplementary Lessons** (1 volume)—contains optional lessons, review, and extensions; topics include teasing and fair/unfair treatment.

PATHS is designed to be taught by regular classroom teachers, integrated into the regular curriculum. However, it is important to ensure that children generalize (i.e., apply the skills to new contexts) and use the PATHS skills throughout the school day and in other contexts. Generalization activities and strategies are provided both for teachers and for parents.

IMPLEMENTATION ESSENTIALS

PATHS is implemented by classroom teachers in kindergarten through sixth grade, with entire classrooms using a 131-lesson curriculum throughout the elementary school years. Lessons should be taught three to five times per week, although timing and frequency of the sessions can be adapted to suit individual classroom needs. Parent letters, handouts, and home activities are included to keep parents informed and involved.

The PATHS curriculum includes comprehensive materials and training that cover each year/grade level of the program's implementation. Materials include:

Basic PATHS Kit (Grades 1–6)

- Instructor's manual
- Five curriculum manuals
- Set of "feelings" photographs
- Set of "feelings" face cards
- Two wall charts
- Four full-color posters

Turtle Unit (Kindergarten)

- Instructor's manual
- Curriculum manual
- Turtle puppet with pad
- Turtle stamp
- Poster

Teacher training and technical assistance are available onsite to ensure effective implementation of the program.

PROGRAM BACKGROUND

PATHS is based on the Affective-Behavioral-Cognitive-Dynamic (ABCD) Model of Development, which posits that to fully understand one's own behaviors, those of another person, or interpersonal interactions, it is necessary to take emotions, thoughts, and communication skills into account. PATHS also emphasizes development of the following attributes:

- Self-esteem and self-confidence
- Self-control
 - Frustration tolerance
 - Anger management
 - Locus of control/personal responsibility
 - Attention and concentration
 - Reflectivity vs. impulsivity
- Emotional understanding
 - Identification, internalization, and guilt
 - Feelings vs. behaviors (all feelings are okay, some behaviors are not okay)
 - Emotions as a form of communication

Target Areas

Protective Factors To Increase

Individual

- Emotional understanding
- Self-control
- Empathy development
- Emotion regulation
- Problem-solving skills
- Communication skills
- Cognitive and academic skills

Peer

- Positive peer relations

Family

- Family communication skills

School

- Positive classroom atmosphere
- Teacher management
- Teacher-student relations

Risk Factors To Decrease

Individual

- Impulsivity
- Aggression
- Internalizing problems (depression and anxiety)

Peer

- Poor peer relations

School

- Disruptive classroom behavior
- Chaotic classroom environment

EVALUATION DESIGN

There have been three controlled studies of PATHS, with randomized control groups, conducted between 1983 and 1995 involving—

- 1) Typical children (sample size=236, grades 2 and 3, 42 percent ethnic minority students in an urban school district);
- 2) Children with special needs (sample size=126, grades 1 through 4, special needs classrooms, 35 percent ethnic minority, in three urban and suburban school districts); and
- 3) Deaf/hearing-impaired children (sample size=57, grades 1 through 3, 17 percent ethnic minority students in four urban and suburban school districts).

PROGRAM DEVELOPERS

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Carol A. Kusché is a psychoanalyst and clinical psychologist in private practice in Seattle, where she also is a clinical associate professor at the University of Washington, Department of Psychology, and a faculty member at the Seattle Psychoanalytic Society and the Northwest Center for Psychoanalysis. Areas in which Dr. Kusché has conducted research include children's emotional, social, and cognitive development; deafness; and psychoanalytic neuropsychology.

Mark T. Greenberg, the author of more than 100 articles and chapters on child development and understanding aggression, violence, and externalizing disorders, is director of the Prevention Research Center for the Promotion of Human Development at Pennsylvania State University. Dr. Greenberg holds the Bennett Endowed Chair in Prevention Research at Penn State's College of Health and Human Services.

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RECOGNITION

Model Program—Substance Abuse and Mental Health Services Administration, U.S.

Department of Health and Human Services

Model Program—Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice

Promising Program—U.S. Surgeon General's Report on Youth Violence

Promising Program—Safe and Drug-Free Schools Program, U.S. Department of Education

Best Practices in Youth Violence Prevention Program—Centers for Disease Control and Prevention, U.S. Department of Health and Human Services

SElect Program—Collaborative for Academic, Social and Emotional Learning